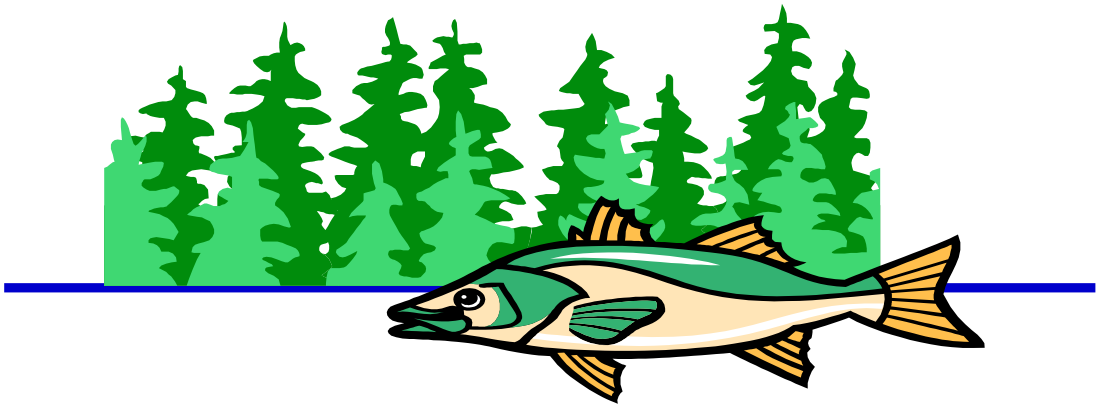
# A Workbook for Project Development



*produced by the*

Governor's Rural Community Assistance Team

*with support from the*

Washington Department of Community, Trade and Economic Development

Rural Community Assistance Team

USDA Forest Service

# INTRODUCTION

This workbook has been developed by the Governor's Rural Community Assistance Team along with the Washington Community Economic Revitalization Team. Its primary goal is to assist communities in timber and salmon impacted counties. The manual is also intended to guide community and economic development project teams through the development process towards implementing local priority projects.

Although the project development process can be intimidating, there is really no mystery once the basic elements are clearly defined. The steps outlined in the following chapters are intended to help community project teams through a logical series of steps to make informed decisions. Teams that elect to follow this process will be presented with a structured progression of questions. The answers are up to you.

The advantages of using the project development process are:

- To gather and distill detailed information in a useful format.
- To help the project team make key decisions.
- To address commonly encountered issues and obstacles.
- To assess the relationship of the project to an overall local strategy.
- To assess the degree of local commitment to the project.
- To identify existing and potential partners.
- To speed up the project discovery phase.
- To analyze information that may be important to potential funding agencies.
- To prepare the project so it is better oriented towards funding requirements.

## The Workbook

Think of this project development workbook as an atlas: A series of maps to help your team evaluate which of several routes is most appropriate for your project. The maps will also help organize your trip through the development process so that you complete all necessary steps before moving on. These activities will not provide answers to questions, but will help your team identify issues that need to be addressed in each step of the process. Not every activity needs to be completed, but if a step is skipped, it should be a conscious decision by the team based on the characteristics of your project.

Each section of this workbook is devoted to the steps needed to develop your project:

- Assembling a motivated, competent and diverse **Project Team** is the first priority.
- Creating the **Subject** statement helps clarify the guidelines or boundaries for project development.
- The **Objective** states what the project will be when this process is completed.
- The **Present Situation** describes where the project is today.
- Defining the **Proposed Situation** helps to prepare a timeline or vision of the future.
- Analyzing the **Advantages** and **Disadvantages** prepares the team to understand how this project will impact the community.
- A plan of **Action** is necessary to efficiently and effectively reach a successful completion.

## Four Forces of Value

Throughout the workbook you will be asked to consider your project from four different vantage points, called *Four Forces of Value.* Simply put, considering the four forces of value recognizes that people in a community value different aspects of the community and only by looking at all four aspects can a comprehensive picture of what makes the community vital and meaningful emerge. The four forces of value are: economic political, social, and environmental.

Economic values encompass:

- Interest rates.
- Return on competitive investments.
- Economic diversification.
- Rent and price levels of similar projects.
- Wage rates.

Political values encompass:

- Elections.
- Zoning ordinances.
- General public policy.
- Comprehensive plans.
- Special purpose districts.

Social values encompass:

- Effects to surrounding residents.
- What the attitude is toward the project.
- How people feel about the area where the project will be located.
- What the popular opinion is about the proposed project use.

Environmental values encompass:

- Ecosystem protection.
- Public infrastructure. (streets, sewer, water, etc.)
- Utilities and transportation.
- Quality of adjacent properties.

Consideration of these values during the project development process will strengthen it and better align project outcomes with the community's broad understanding of what it is and where it is going.

# Chapter One
# PROJECT TEAM

## Forming the Project Team

No single step is more important than assembling the project development team. All team members need to be competent, committed, and motivated. All team members must have realistic expectations for a successful project. An ideal development team member will have at least three characteristics:

- Technical expertise in some area of the project
- Access to resources, decision makers, volunteers, and/or information
- Credibility in the community

While development team members need to be individually committed, motivated and competent, as a team they need to be diverse, flexible, and willing to take risks.

## Vested Interests

Since some projects take several years to see tangible results, team members must be committed for the long term. However, involvement may vary from one member to the next depending on their vested interests. Each member must have a strong interest in having the project reach a successful conclusion. A clearly defined benefit for the individual member, or the group he or she represents, must be met through the successful completion of the project. These benefits are referred to as the "vested interests" of the development team.

Each vested interest needs to be written, concise, and specific. Each member should write his or her own vested interest(s) and then candidly present them to the rest of the development team.

## ACTIVITY - VESTED INTEREST STATEMENT

### Suggested Time:
40 minutes

### Purpose:
To create vested interest statements for each of the development team members.

### Process:
1. Review the description of Forming Your Project Team in Chapter One.
2. On Worksheet #1, individually write a statement that answers the following: "Why are you personally involved in this project?" Your response should be a single sentence beginning with the words, "I want.... A vested interest statement that says, "I want Lundville to be a nicer place" is not sufficient or specific enough. Each team member should have a minimum of three vested interests.
3. Compile the teams vested interests onto one sheet of paper.
4. Categorize the whole team's statements as forces of value outlined in the introduction: environmental, economic, social, and political. Use Worksheet #2 to do this.

### Facilitator's Notes:
All four forces of value should be represented among the vested interests. If they are not, you should make note to include those interests later on in the project development process or decide if they will ever be present.

You may choose to transfer Worksheet #2 onto flipchart paper prior to exercise.

## WORKSHEET #1 - VESTED INTEREST STATEMENT

### *Why are you personally involved in this project?*

I am personally involved in this project because I want _____

_____

_____

_____

_____

_____

## WORKSHEET #2 - VESTED INTEREST STATEMENT



| *Member* | *Vested Interests* | *This Vested Interest is Primarily...* *Economic* | *Social* | *Political* | *Environmental* |
|---|---|---|---|---|---|
| | 1. | | | | |
| | 2. | | | | |
| | 3. | | | | |
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| | 3. | | | | |
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| | 1. | | | | |
| | 2. | | | | |
| | 3. | | | | |

## WORKSHEET #2 - VESTED INTEREST STATEMENT



| *Member* | *Vested Interests* | *This Vested Interest is Primarily...* *Economic* | *Social* | *Political* | *Environmental* |
|---|---|---|---|---|---|
| | 1. | | | | |
| | 2. | | | | |
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| | 1. | | | | |
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## WORKSHEET #2 - VESTED INTEREST STATEMENT



| *Member* | *Vested Interests* | *This Vested Interest is Primarily...* *Economic* | *Social* | *Political* | *Environmental* |
|---|---|---|---|---|---|
| | 1. | | | | |
| | 2. | | | | |
| | 3. | | | | |
| | 1. | | | | |
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| | 1. | | | | |
| | 2. | | | | |
| | 3. | | | | |

## Chapter Two
## SUBJECT

### Creating the Subject Statement

A subject statement should help clarify and focus the project for the development team. It should also give the team an understanding of how the project is tied to a greater purpose.

The subject statement is like a well-written first paragraph in a newspaper story. It should answer the questions *who*? *what*? *where*? *when*? and *why*?

- Who is going to use or own the project when it is completed?
- What needs does the project serve?
- Where is the project located?
- When is the project expected to be completed?

The subject statement:

- Reminds the development team of the basic, overriding purpose.
- Clarifies the environment in which the group operates.
- Establishes a foundation on which to make decisions.
- Helps determine how resources are allocated and spent.
- Helps distinguish this project from others in the community.

## ACTIVITY - SUBJECT STATEMENT

### Suggested Time:
1 hour 15 minutes

### Purpose:
To create a focused subject statement.

### Process:
1. Review the description of Creating the Subject Statement in Chapter Two.
2. Individually answer the following questions on Worksheet #3:
    - Who is going to use or own the project when it is completed?
    - What needs does the project serve?
    - Where is the project located?
    - When is the project expected to be completed?
3. After each person has written answers, use the brainstorming technique to answer each question as a group
4. Once your team has generated ideas, write a short, but concise, paragraph including answers to the *who*, *what*, *where*, and *when* questions as a group.

### Facilitator's Notes:
The brainstorming process is like cooking popcorn; it starts slow, builds to a frenzy, then tapers off when you are done.

Brainstorming is an activity designed to solicit a full range of ideas for consideration by a group.

Brainstorming is easy; there are few rules but they are important to the free flow of ideas:
- Write down all ideas.
- Do not use the time to limit ideas, combine them, judge their merit or narrow their focus in any way.
- Listen to your group members' ideas in order to come up with ideas of your own which emerge from those already presented.

## WORKSHEET #3 - SUBJECT STATEMENT

***Who is going to use or own the project when it is completed?***

_____

_____

***What needs does the project serve?***

_____

_____

***Where is the project located?***

_____

_____

***When is the project expected to be completed?***

_____

_____

## Chapter Three
## OBJECTIVE

### Determining the Objective

The objective is a clear, concise description of the project's future. You can also think of this as your opportunity statement: What is the opportunity you expect to address? It is not a "dream" but a concept that, under proper conditions and actions, will be realized.

The project objective statement is:

- A statement, or series of statements, describing what the project will look like 2 to 5 years in the future.
- A forward looking, idealized image of the project and its uniqueness.
- A way team members develop a sense of pride and purpose. It is a sense of uniqueness that instills an esprit and a level of motivation that allows the team to function at a higher level.

Seven questions can be used to judge the quality of the objective statement:

- Is it compelling and satisfying?
- Does it pose clearly stated challenges?
- Can it be implemented?
- Does it honor the past?
- Can it be "lived"?
- Does it require commitment?
- Does it provide or communicate meaning?

## ACTIVITY - OBJECTIVE

### Suggested Time:
1 hour 30 minutes

### Purpose:
To establish a common vision statement for the preferred future of the project.

### Process:
1) Review the description of Determining the Objective described in Chapter Three.
2) Turn on music. Sit in a very relaxed position and close your eyes.
3) Listen to the guided visualization statement.
4) Open your eyes when you feel ready. Take as much time as you need.
5) Based on what you have heard (in earlier chapters) and the vision you just experienced, write down four examples of what you would like [*name of project*] to look like in 2 to 5 years.
6) Taking turns, describe one item on your list. If anyone else in the group has a similar idea, share it at that time. Go around the group, one by one, until everyone has a chance to share.
7) Work as a team to refine your future vision of the project. Continue refining the words on the flipchart until there is general consensus about the vision.

### Facilitator's Notes:
Careful crafting of the visualization statement activity will evoke the things people value most about their community or project. Encourage people to express what they sense by asking questions, such as: What do you see as you look at the project?. What has changed? What do you hear people talking about? How does [*name of place*] feel?

<u>Guided Visualization Statements</u>

- *See the Town from Afar* - Ask people to imagine themselves viewing the community from a hot air balloon. Seeing the whole town from above will get them thinking and talking about some of the physical characteristics that exist today that may need improvement or potential new activities. It is an excellent way to imagine the ideal future based on what they can see as possibilities.

- *See the Town on Foot* - Invite people to take a walking tour. Give them a map to mark and have them indicate unique features and special features, as well as

things that need to change. Making notes about safety, street conditions, blight, cleanliness, signs, and other familiar things is another way to start imagining the future. Ask "What happens if we do nothing or what we must overcome to change?"

- *Play Rip Van Winkle* - Invite people to a meeting and ask them to imagine what the future would look like if they slept through the next 20 years. Would the schools be in good shape? Would the transportation system work? Would their children have jobs, be able to afford homes, and be able to enjoy recreational opportunities?

- *Make a Photo Gallery* - Schedule an outing and have people take photographs of the town. Create a display and discuss the ideal future. As with the mapping exercise, part of the fun is seeing the town through the eyes of others. Your idea of blight turns out to be someone else's favorite hangout.

Materials

- A guided visualization statement suited to the project.
- A tape recorder with soft, slow music. (optional)
- Pencils and paper for each participant.
- Flipchart, marker pens, and masking tape.

## Chapter Four
## PRESENT SITUATION

### Defining the Present Situation

This stage of analysis provides the project team with the ability to define the existing reality of the project in terms of economic, political, social, and environmental values (see Introduction for explanation.). Although it is possible to hire outside experts to conduct this preliminary analysis, it is best performed by the development team. Some team members may resist these activities saying, "what do we know about feasibility analysis, project design or financial plans?"

Such concerns can be easily answered:

- If the development team was properly assembled, as described in Chapter Two, there is at least one person who knows something about each of the issues.
- The act of gathering the information required in the preliminary analysis can provide the development team with its most valuable education about the project.
- A good share of the analytical process consists not of intellectual evaluation, but legwork and research. It is better to have the development team do the work than a $1,000-a-day consultant.
- After gathering preliminary information, the team will be better prepared to be a good client if and when an outside consultant is hired and will know what to request of the consultant.
- After evaluating preliminary data, it is possible that the team will reach the conclusion that it makes little sense to continue with the project. The task may also be much more difficult than previously imagined. It is better to learn this through do-it-yourself analysis, than to pay scarce dollars for someone else to tell you the same thing.
- The preliminary analysis may also give the development team a better idea of the type of professional that should be hired.

## ACTIVITY - PRESENT SITUATION

### Suggested Time:
Depends on amount of documentation materials the team has assembled.

### Purpose:
To define the present situation of the project in terms of existing documentation and non-documented background knowledge.

### Process:
1. Review the description of Defining the Present Situation described in Chapter Four.
2. Taking turns, present existing background data gathered for this project. Describe each piece of data by name, purpose, and conclusions. Record this information on a flipchart. Use format from worksheet #4.
3. When all documentation has been recorded, determine as a group if the type of information provided has value toward analyzing the economic, social, political, and environmental forces of value.
4. Taking turns, present non-documented background knowledge that can offer insights into the existing reality of the project. Describe each piece of data by source (name, community or organization) and conclusions. Record this information on a flipchart. Use format from worksheet #5.
5. When all information has been recorded, determine if it has value to the economic, social, political, and environmental forces of value of this project.

### Facilitator's Notes:
Help people see the comprehensive nature of the information.
- For documented information, examples might be: How is this information important to the social value of the community? Are there obvious information or values missing from the project information?
- For non-documented background knowledge, examples might be: There seemed to be a great deal of information around the economic value. What insights are there for the environmental value.

The recorder will need to transfer Worksheet #4 on to flipchart paper

The recorder will need to transfer Worksheet #5 on to flipchart paper.

## WORKSHEET #4 - PRESENT SITUATION



| *Name of Report* | *Purpose* | *Findings or Conclusions* | *Economic* | *Social* | *Political* | *Environmental* |
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## WORKSHEET #4 - PRESENT SITUATION



| *Name of Report* | *Purpose* | *Findings or Conclusions* | *Economic* | *Social* | *Political* | *Environmental* |
|---|---|---|---|---|---|---|
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## WORKSHEET #4 - PRESENT SITUATION



| *Name of Report* | *Purpose* | *Findings or Conclusions* | *Economic* | *Social* | *Political* | *Environmental* |
|---|---|---|---|---|---|---|
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## WORKSHEET #5 - PRESENT SITUATION



| *Source* | *Findings or Conclusions* | *Economic* | *Social* | *Political* | *Environmental* |
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## WORKSHEET #5 - PRESENT SITUATION



| *Source* | *Findings or Conclusions* | *Economic* | *Social* | *Political* | *Environmental* |
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## WORKSHEET #5 - PRESENT SITUATION



| *Source* | *Findings or Conclusions* | *Economic* | *Social* | *Political* | *Environmental* |
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## Chapter Five
## PROPOSED SITUATION

### Analyzing the Proposed Situation

Up to this point the development team has been working through a process of information discovery. Specifically, the development team has:

- Defined the purpose of the project - Subject.
- Described what the project could look like in the future - Objective.
- Defined the existing reality of the project - Present Situation.

The ideas and vision become a project when the scope of work is developed. The next step requires the project team to define the major milestones needed to bring the project to completion. In Chapter Four the *present situation* was defined as today. In Chapter Three the *objective* of the project, or the vision, was described as the future (in two to five years). The *proposed situation* is the near future (within a year).

| PRESENT SITUATION | PROPOSED SITUATION | OBJECTIVE |
|---|---|---|
| *Today* | *2 to 12 Months* | *2 to 5 Years* |

The proposed situation should be a specific statement of how the project team will reach its vision in a relatively short period of time. It describes the results of one or more area of activity that helps the project succeed. It is measurable and specific.

The proposed situation provides:

- A means of communicating the group's purpose(s).
- An orientation for new members.
- A basis for setting priorities.
- A basis for long-range planning and evaluation.

Progress toward completing a proposed situation must be measurable so that progress can be monitored and outcomes evaluated. Eventually, at the action stage, the development team will prioritize the milestones (proposed situations), assign responsibilities, and set deadlines for achieving them.

## ACTIVITY - PROPOSED SITUATION

### Suggested Time:
1 hour 15 minutes

### Purpose:
To determine milestones the project team will need to meet to achieve the objective.

### Process:
1) Review the description of Analyzing the Proposed Situation described in Chapter Five.
2) On 5 x 7 cards or sticky notes, individually answer the following question: "What do we need to do to get from today's situation to the future vision.?" Record one answer per card.
3) Submit the cards to be placed on the wall.
4) Organize the ideas by asking and answering:
    - "Which ideas are similar and could be grouped together?"
    - "Which ideas are the same and can be eliminated by developing a common sentence that captures two or more ideas."
    - "Which ideas stand alone, as one-of-a-kind, or ideas that are unclear to be dealt with later."
5) Name the groups.
6) At this point, the ideas are in rough categories. The team members to identify "what does this category basically mean?" If you had to describe all these ideas in one sentence, what would the sentence be? These groups will be the milestones for the project.
7) Use Worksheet #6 to record the project milestones and their respective descriptions.

### Facilitator's Notes:
We defined today's situation in Chapter Four. We developed a vision in Chapter Three. Now we need to determine: "What do we need to do to get from today's situation to the future vision?" The basic process is: Brainstorm-Organize-Name.

Materials:

1. 5 x 7 cards or sticky notes
2. Marker pens
3. Masking tape

## WORKSHEET #6 - PROPOSED SITUATION



| Milestone | Description |
|---|---|
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## WORKSHEET #6 - PROPOSED SITUATION



| Milestone | Description |
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## WORKSHEET #6 - PROPOSED SITUATION



| Milestone | Description |
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## Chapter Six
## ADVANTAGES/DISADVANTAGES

### Analyzing the Advantages and Disadvantages

The purpose of analyzing the advantages and disadvantages of the project is to conduct an analysis of the probable impacts of the project. The impact analysis will help the project team answer two important questions:

- What are we getting into when we pursue this project?
- Is it worth it?

The analysis will suggest both positive and negative impacts of the proposed project and activities. The project team should conduct four different types of impact analyses to determine if the project should proceed: economic, social, political, and environmental forces of value. (See description of these in the Introduction.)

The impact analyses will help determine the following:

- Potential economic, social, political, and environmental benefits.
- Potential economic, social, political, and environmental factors that can be planned for and perhaps mitigated.
- Project activities that are most desirable to pursue in terms of a broad base of benefits and cost considerations to the community's quality of life, economy, and environment.

## ACTIVITY - ADVANTAGES/DISADVANTAGES

### Suggested Time:
1 hour. However, it may vary, depending on the number of milestones developed in the previous activity.

### Purpose:
To determine the probable impacts of the project.

### Process:
1. Review the description of Analyzing of the Advantages and Disadvantages described in Chapter Six.
2. Using Worksheet #7, answer the following questions for each milestone developed in Chapter Five. Use an overhead projector to record the answers on a transparency copy of Worksheet #7.
    - What are the potential advantages/benefits in terms of economic, social, political, and environmental forces of value?
    - What are the potential disadvantages in terms of economic, social, political, and environmental forces of value.?

3. Take advantage of the opportunity to pause and consider all factors/decisions to this point. Ask the following question:

"Is this project desirable to pursue in terms of a broad base of benefits and cost considerations to the community's quality of life, economy, and environment?" (you can use Worksheet #8 to record responses.)

The team may decide to pursue or not pursue this project. If the team is undecided whether to pursue this project, continue with the following chapter.

## WORKSHEET #7 - ADVANTAGES/DISADVANTAGES



| *Milestones* | *Economic* | | *Social* | | *Political* | | *Environmental* | |
|---|---|---|---|---|---|---|---|---|
| | *Advantages* | *Disadvantages* | *Advantages* | *Disadvantages* | *Advantages* | *Disadvantages* | *Advantages* | *Disadvantages* |
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## WORKSHEET #7 - ADVANTAGES/DISADVANTAGES



| *Milestones* | *Economic* | | *Social* | | *Political* | | *Environmental* | |
|---|---|---|---|---|---|---|---|---|
| | *Advantages* | *Disadvantages* | *Advantages* | *Disadvantages* | *Advantages* | *Disadvantages* | *Advantages* | *Disadvantages* |
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## WORKSHEET #7 - ADVANTAGES/DISADVANTAGES



| *Milestones* | *Economic* | | *Social* | | *Political* | | *Environmental* | |
|---|---|---|---|---|---|---|---|---|
| | *Advantages* | *Disadvantages* | *Advantages* | *Disadvantages* | *Advantages* | *Disadvantages* | *Advantages* | *Disadvantages* |
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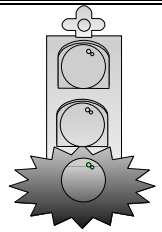
## WORKSHEET #8 - ADVANTAGES AND DISADVANTAGES

| |  *Go!* | *Stop!* | ? *Don't know...* |
|---|---|---|---|
| ***Economic*** | | | |
| ***Social*** | | | |
| ***Political*** | | | |
| ***Environmental*** | | | |

## Chapter Seven
## ACTION

### Developing an Action Plan

The *action plan* provides the bridge from the *objective statement* and *proposed situation* to specific tasks. It records *who* is going to do *what* and *when*. It also identifies the resources, both financial and human, that are needed to implement the plan.

An action plan clarifies directions, aligns resources, designates leadership, identifies responsibilities, and builds team support and trust.

The action plan addresses three basic questions:

- What exactly will happen?
- Who will be responsible for carrying out the activity?
- Whose support will be needed?

To answer these questions, the action plan must first revisit all the previous work in the development process. This provides the team with an opportunity to double-check and confirm that everyone is in agreement.

Perhaps the most important outcome of this stage is learning that everything cannot be done right away. Priorities need to be set, and some proposed situations may be abandoned or postponed due to lack of resources or time. This should not be seen as a defeat. In fact, it is the sign of a well thought out plan of action.

## ACTIVITY - ACTION PLAN

### Suggested Time:
1 hour 45 minutes

### Purpose:
To write an action plan.

### Process:
1. Review the description of Developing an Action Plan in Chapter Seven.
2. This is the point to double-check whether or not everyone on the project development team is in agreement. As you begin completing the action plan forms, have the following conversations:
    - "Do we need to choose one proposed situation or another?"
    - "We thought we were in agreement to this point, but now there seems to be disagreement on how to implement this project. Let's talk this out."
    - "Are we moving too fast? Are some people are not quite ready to commit to this plan. What are some concerns?"
    - "Let's check for group consensus. Is there anything happening that you cannot live with?"
3. When the project development team members are satisfied with their answers above, they are in agreement.
4. On Worksheet #9, do the following: (Use one copy of Worksheet #9 for each milestone.)
    - As a group, answer each question on the workplan.
    - List all tasks needed to complete the milestone.
    - Determine which tasks need to be completed before others can begin? Put numbers by the activities in the order they needed to be completed. If they can be completed simultaneously, use the same number.
    - Determine who is best suited to lead completion of each task. Remember: many of these will need more than one person to complete. Designate a lead to ensure no steps are forgotten.
    - Determine how long each task should take to complete.
    - Define what resources will be required to carry out or complete each task. Remember: Resources can include people's time or expertise, or actual dollar amounts. You will also need to define the source.
    - Define whose support is needed.

- Use Worksheets #10 and #11 to identify specific sources of financial assistance to cover task costs.

### Facilitator's Notes:

There are different ways to record this information. Choose the format that will work best for your group. The important thing is to write it down and give everyone a copy. At this stage if a plan is not written, the work group's ability to get the job done will be affected.

## WORKSHEET #9 - ACTION PLAN

Page ____ of ____

***Project Name:***
***Milestone:***

| *Priority* | *Tasks* | *Who will do it?* | *Timeline* | | *Cost* | *Resources* | *Other Notes* |
|---|---|---|---|---|---|---|---|
| | | | *Start* | *End* | | | |
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## WORKSHEET #10 - ACTION PLAN

Page ____ of ____

| *Item* | *Cost* | *Funder #1* | *Funder #2* | *Funder #3* | *Funder #4* | *Funder #5* | *Other* |
|---|---|---|---|---|---|---|---|
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| | | | | | | | |
| | | | | | | | |
| *TOTALS* | | | | | | | |

## Chapter Eight
## PRESENTING THE PROCESS

The time will come to inform people outside of the development team of the status or results of your project development process. The presentation might be required at the beginning, middle or end of the process. It might be strictly informative, or even require a certain amount of persuasiveness to convince decision makers of a certain idea.

Following you will find a basic format that you can use for developing a presentation, as well as some supporting documents, including worksheets on presentation and visual aids design and an overview of presentation delivery.

### Using the Presentation Development Process

Even though the process is divided into steps to be taken in a sequential order, it may be necessary (and it is encouraged) that you revisit steps you have completed if something later in the process alters an earlier decision. In each step listed below, you will find a list of questions that will help you focus your actions in that step.

1. **Identify the presenters.** Is the whole development team required to present? Is more than one presenter required? Who is expected to make the presentation? Does the presenter need to be a community leader or a technical assistance provider, or even both?
2. **Analyze the audience.** To whom will the presentation be made, i.e., agency staff members, elected officials or general community members? Of all the people in the audience, who are the decision makers? Can you gear the presentation toward the decision makers while not alienating the rest of the audience?
3. **Analyze the situation.** When and where will you be making the presentation? Will the presentation be at a meeting arranged only for your presentation, such as a community education forum? Will it be one of many presentations heard, such as often happens at a funders' meeting or a city council meeting? Is it formal or informal?
4. **Define your goal.** Why are you making the presentation? Are the decision makers looking for a summary of information or are you being asked to make recommendations? Do they want to hear the development team's findings? What action do you want them to take at the end of your presentation?

5. **Define the scope of your presentation.** What information about the presentation goal do the decision makers already know? Does everyone know the same information?
6. **Design your presentation.** What information will the decision makers need to get from your presentation for you to meet your goal? How should the information be organized to best accomplish your goal? How interested are the decision makers in your presentation? How receptive will they be to your recommendations?
7. **Define your question and answer opportunity.** Will there be an opportunity for the audience to ask questions of the presenters? Will questions be from both decision makers and the general audience? Will questions be hurled at the presenters at random throughout the presentation, or will there be a separate question and answer session at the end?
8. **Design your visual aids.** What visual aids will be necessary to help you make specific points to reach your goal? What visual aids media are most appropriate for the size of the room and the audience? Do you have a budget? How "hi-tech" do your visual aids need to be, i.e., need they be flashy projections off of a laptop computer or can they be legibly written flip charts?
9. **Practice and prepare for your presentation**. What about the presentation works well and what needs improvement (from the standpoints of organization, delivery and visual aids)? Has most up-to-date information been included in the presentation? Are the facilities ready? Do you have all the visual aids equipment you need and does it all work?
10. **Deliver your presentation.** Are you remaining calm and professional, yet still showing enthusiasm for your goal? Based on the "vibes" you are getting from the decision makers, do they seem to be understanding the presentation, i.e., are they nodding, smiling, scowling, falling asleep, etc.? Do they have any questions or comments?
11. **Celebrate and evaluate your presentation.** What went well and not so well? What follow-up is needed to ensure that your goal is met? What follow-up is needed to be courteous to the decision makers? Have you since learned anything that would change what you told the decision makers?

## Focus: Defining Your Goal

At the heart of your presentation is the **goal**. You are making a presentation to the decision makers because, quite simply, they must make a decision after hearing your presentation. To enable them to make the right decisions, you should logically arrange the information in your presentation, using each point to advance your goal.

We can classify the goal of most presentations under one of the following three categories: to present an original work, to make recommendations or to provide a summary of information.

*Examples of Goals:*

- To present original work on a new sustainability model for forest products-based economies.
- To make recommendations to a city council on choosing a wastewater treatment option.
- To provide a summary of information about a project learned through the project development process.

In most of the presentations you make, you will either make recommendations or provide a summary of information.

## Focus: Designing Your Presentation

Designing a presentation is similar to writing a report. The major difference is that while a confused reader can go back and read certain sections of your report that he/she didn't understand the first time, the chances are that the decision makers listening to your presentation cannot go back and listen to certain portions of your presentation.

*Key Concepts for Building Logic Flow:*

- Decide what information you need to include in your presentation.
- Arrange your information in a logical manner. Don't just from jump from one point to another. When organizing information, Point A should always logically lead to Point B. Write down what the logical connection is and state that logical connection when delivering the presentation. This is called having a **transition** between two points.
- Near the beginning of your presentation, preview or summarize what you are going to talk about: Telling us what the situation is, what the problem is, what process you used to solve it, and what your goal is. At then end of the presentation, review the presentation, summarize your points and clearly restate the goal. Throughout the presentation, you should **signpost** the presentation, telling the audience where we are in the speech, where we came from and where we are going. Relate all points back to the goal. (Also known as: "Tell them what you are going to say, say it, and tell them what you just said.")

Each type of goal calls for a different kind of organization. Some sample structures are listed below.

***The Recommendations Presentation***

| | |
|---|---|
| *When the decision makers are receptive to your ideas.* | Introduction<br>Present Situation<br>Problem<br>Overview of Process Used<br>General Statement of Recommendations<br>Body<br>Recommendation #1<br>Recommendation #2<br>Recommendation #3<br>Conclusion<br>Review<br>Detailed statement of recommendations<br>Action steps |
| *When the decision makers are receptive to your ideas.* | Introduction<br>Present Situation<br>Problem<br>Overview of Process Used<br>General Statement of Recommendations<br>Preview<br>Body<br>Recommendations<br>Conclusions<br>Evidence<br>Conclusion<br>Review<br>Recommendations and action steps |

| | |
|---|---|
| *When the decision makers AREN'T receptive to your ideas.* | Introduction<br>Present Situation<br>Problem<br>Overview of Process Used<br>Preview<br>Body<br>Evidence<br>Conclusions<br>Recommendations<br>Conclusion<br>Review<br>Recommendations and action steps |

***The Summary of Information Presentation***

Introduction
- Present Situation
- Problem
- Overview of Process Used
- Preview

Body
- Points of Information

Conclusion
- Review
- Next Steps

## Focus - Designing your Visual Aids

Visual Aids (VAs) enhance the presenter. VAs do not replace the presenter. Use VAs to emphasize, show relations, describe and/or illustrate.

*Key Concepts for Designing VAs*

- Keep your VAs simple.
- Title **ALL** VAs.
- Organize your VAs.
- Be professional.

Go back to your outline. For each major point decide whether or not you need a visual aid to help make that point clearer. **If you don't need a VA to make the point, don't design one.** If you do, here's the process you should use:

1. Decide what type of information should go on the VA.
   *Examples*: graph, brainstormed comments, flowchart, cost list, timeline, diagram, map, equation, photo and moving pictures.

2. Decide what type of VA would best convey this information.
   *Examples*: overhead transparencies, videotapes, 35mm slides, flip charts, dry erase boards, handouts, posters and models.

3. Decide whether this type of VA would be appropriate for the room and audience size. If the VA type is not appropriate, use another type.

4. Write down a title for the VA and make a quick sketch of what you want the VA to look like.

5. Refine the title of the VA and your quick sketch with more detailed handwork or using a computer.

6. Decide how your title and detailed sketch can be improved to best get your point across.

7. Produce the final VA.

## Focus: Practicing and Preparing for Your Presentation

One of the best ways to become a better presenter is to give a lot of presentations, learn from your mistakes and recognize your areas of strength. In the absence of a concentrated presentation skills course or a personal trainer, the best way to improve your presentation skills is to practice, practice and practice.

*Key Concepts for Practicing your Presentation*

- Do not memorize the presentation. It might end up sounding robotic or lacking enthusiasm. Instead, remember key points (i.e., the outline) of the presentation. If you have created a logical outline, it will not be hard to keep the points and their order straight in your mind. If you find it hard to even keep the key points straight, print out a skeletal outline in a large font, and use it as a cue sheet (but don't read from it...).
- Make your practice sessions as realistic as possible. If you will be presenting in a large room, rehearse in an equally large room. If you will be using VAs, practice your presentation using the equipment and the VA's themselves. If you will have to take questions from the audience, practice taking questions and giving answers. If you have to wear clothing that you are not used to wearing, practice giving your presentation while wearing the same or similar unfamiliar clothing.
- Have someone or many people watch the presentation and provide you with constructive criticism about your organization, delivery and VAs. If you will have to take questions in the actual presentation, have the people watching the practice sessions ask questions and try to answer them as best as you can. At the end of them hearing your presentation, ask your practice audience to comment on what worked and what didn't work.

*Key Concepts for Preparing for the Presentation*

- Dress to the level of the most important member of the audience.
- Arrive an hour before the presentation or meeting begins. Use this time to check all equipment (i.e., overhead projectors, flip chart easels, markers and window blinds) and make sure they all work. Survey the room and set up the chairs the way you want it. Introduce yourself to and talk with the audience (and specifically, the decision makers) as they arrive to build rapport with them and get a feeling of what their attitude about your presentation is.
- Don't be nervous about getting nervous. Everyone gets nervous to some degree of another. It is a sign of respect for your audience and the situation. As much as possible, take that nervous energy and channel into

making your voice more lively, your gestures more descriptive, your movement more purposeful and your facial expressions more animated. Just before you go to present, try to dissipate some of that nervous energy. Take a few moments before you actually have to deliver the presentation to calm your body down. Remember: Although this presentation may be important, it is not the end of the world if something goes wrong. Relax, take a deep breath and do your best.

*Key Concepts for Handling Question and Answer Sessions*

- **Observe diplomacy and tact.** Do not let yourself get defensive.
- **Stay on track.** Repeat the question for the benefit of the audience, and to make sure you heard it right (this also helps you organize your thoughts). Answer the question. Do not elaborate unless asked to do so.
- **Be careful about making assertions.** "In my opinion..." works only if you are qualified to give your opinion. Defer to resources when possible.
- **Don't lie.** During Q&A, unless you know the background of every member of the audience, assume that they know everything there is to know about the topic. If you lie, you'll regret it.
- **Give informative, responsive and relevant answers.** Answer the question that was asked as best as you can, while still referring to your goal.
- **Prompt inhibited audiences.** Use a case study, example or a extra point that relates to your goal. This can help get the audience's creative juices flowing.
- **Don't be afraid to say "I don't know but..."** Admit that you may not know the answer BUT that you would be happy to look it up, take it as an action item or discuss the concept with that person at a later time.
- **Be careful about handling specific "Question Traps."** Following are some handling guidelines.

| The Question Trap | Sample Example | How to Avoid Getting Caught in the Trap | Sample Answer |
|---|---|---|---|
| *The 100-part Question Trap* | "Can you please comment on why you think that tourism is the key to economic diversification? Also, why is the city not willing to rethink its zoning to attract new business? Can't the new businesses that come in pay for the increased treatment capacity? Didn't the port have a similar problem back in 1978? And isn't there something we as citizens can do to bring the cost of this project down? And how about..." | Answer the first or last part of the question, then ask for repetition. Most of the time, the questioner will forget. If it doesn't work, allow questions from the rest of the audience before going back to the huge question. | "To address your first question, I'll go back to the survey we conducted that showed that of the over 500,000 cars that drive through this town each summer, 85% said that they would like to stop here in Lundville, but that there weren't enough tourist services, like RV parking, food stores and bathrooms. Each of these tourists represents a loss of $20 in city revenue. That amounts to more than $1 million dollars per year. If you could hold your other questions for a bit, I'd like to get to some of those people who had their hands raised in the back..." |

| The Question Trap | Sample Example | How to Avoid Getting Caught in the Trap | Sample Answer |
|---|---|---|---|
| The "You're Wrong!" Trap | "That's not an accurate portrayal of things! We aren't politically unstable!" | Do not react emotionally. Defer to resources. Maintain control of the floor. | "I am sorry you feel that way. According to the interviews I conducted of over 200 residents most said that they felt the political situation to be unstable. I don't mean to portray our community in a negative light, but we also must face reality. I'd be more than happy to talk to you more about this after the presentation, if that's okay with you..." |

| The Question Trap | Sample Example | How to Avoid Getting Caught in the Trap | Sample Answer |
|---|---|---|---|
| The Veiled Question Trap | "Are you for or against sunsetting the President's Economic Adjustment Initiative for Displaced Timber Workers?"<br><br>Other veiled questions might be "Don't you believe in protecting jobs in the Pacific Northwest?", "What is your stand on ecosystem sustainability?" and "Should the government be the agent for worker retraining?" | Take off the veils. Look for the assumptions in the question, and answer as best you can. If it looks like answering the questions might be irrelevant, really in-depth, or even start a heated debate, respond by asking them if you can talk about it later, i.e., by saying that you will be happy to talk about it with them individually after the presentation. | "There are both positive and negative points to the EAI. Since my presentation is focused on the CERT prioritization process, I'd like to focus on how we, as a community, can access funds through the CERT process. But, I would be happy to talk with you at length later about the EAI. Are there any other questions that I can answer?" |

| The Question Trap | Sample Example | How to Avoid Getting Caught in the Trap | Sample Answer |
|---|---|---|---|
| *The Non-Question Trap* | "Well, let me tell you something. You're wasting your time and ours. This ain't never going to happen, and I frankly resent this and have just about as much as I can take. That can't happen here..." | Deal with emotions, using a calm, controlled and understanding tone. Don't pretend to care; rather be sincere and compassionate. Then, handle the issues, and defer to every resource you have in doing so. Maintain control of the floor and keep the discussion focused on your goal. | "I understand that when the mill closed that it hit this area pretty hard. And I'm not trying to say that it has been easy. I know how hard it is to have to stop doing what you have been doing, and what you father did, and what his father did, and pick up and try to learn something else. Our community found it tough as well, but with a lot of grace and a lot of luck, it worked out okay. Now, 30% of our town is back in the workforce, earning good money. Learning these other skills might be exactly what the people of this community need to get back on track.." |

| The Question Trap | Sample Example | How to Avoid Getting Caught in the Trap | Sample Answer |
|---|---|---|---|
| The Negative Question Trap | "How is it even possible for you to think that we can protect jobs and protect the environment?" | Turn around the negative perception and rephrase the question. | "You bring up a good point that the two have to be balanced. But as I stated earlier, companies like Butkus-Houle Seafood processing in the north county area has shown that not only do the two have to be balanced, but one relies on the other. Without proper waste controls, the bay which produces the oysters could go from one of the most ideal oyster-growing areas to another stagnant pit where nothing ever grows. So to protect the jobs, they have learned to protect the environment. |

## Focus: Delivering Your Presentation

Most of your nervousness will disappear within a couple of minutes after you have started delivering the presentation. Sometimes, this won't be the case, but the best thing that you can do is to avoid being nervous is to remain calm and keep your mind focused on the presentation.

One of the most common ways to get nervous in the speech is to start thinking about how you look, whether the decision makers like your presentation or even whether anyone recognized that you just flubbed something up. Don't worry about it. In most cases, no one else has any clue that you may have missed a point, so just keep going on. You can use feedback from the audience to give you a sense of whether the decision makers are understanding and even agreeing with you.

*Key Concepts for Delivering a Presentation*

- **Voice** - Speak at a natural pace with normal inflection. Make sure everyone in the room can hear you. Enunciate slightly more than usual. Use your voice to reflect confidence and interest in your presentation.
- **Eye Contact** - Divide the room into sections and spread eye contact around the room. Don't stare at the visual aids you are using.
- **Breathing** - Breathe shallowly through your nose.
- **Gestures** - Let your arms dangle loosely at your sides when not gesturing. Use your hands to emphasize or gesture to your visual aids. Avoid using pointers to gesture to VAs.
- **Stance and Movement** - Stand with your feet about shoulder distance apart. Knees should be slightly bent. Rest comfortably on the balls of your feet. Stand in the same plane and to the side of your VAs, so that the whole audience will be able to look at you and your VAs. Move purposely, i.e., if you want to move your feet, take a step or two and stop. Don't shift from foot to foot aimlessly, because it connotes nervousness. However, don't stand soldier straight, which connotes tension.

*Key Concepts for Getting and Using Audience Feedback*

- In most cases, their isn't much you can do about making changes to your presentation on the fly to keep the uninterested decision maker interested, or to keep the disagreeing decision maker from sounding and looking frustrated. So, don't stress.
- To get feedback on the spot, use body language cues as much as possible. If some people are slouching, closing their eyes, crossing their arms and

looking around the room, chances are that you are not keeping their attention. If people are on the edge of their sit, scowling, shaking their head in disagreement or exhaling rapidly, they probably have some issues or concerns about your presentation. The problem may not be you as much as them (They may have had a hard day, their mind may be elsewhere or they may be just waiting for you to get to the part of the presentation that *really* interests them.).

- Depending on how prepared you feel, you can either stop the presentation and ask what points need clarification, or proceed through with the rest of the presentation. In general, you want to continue making your presentation, but keep your confidence, energy and interest level high. Then, in the question and session, ask if there were any points that needed clarification and restate your position. Changing your presentation on the fly can be very problematic, especially if you start cutting important points and end up disrupting the logical flow of the presentation.

## ACTIVITY - INITIAL PRESENTATION DEFINITION

### Suggested Time:
30 minutes

### Purpose:
To focus your initial ideas about the presenters, audience and situation.

### Process:
1. Review the description of using the Presentation Development Process in Chapter Eight.
2. Using Worksheet #12, answer the following questions about the first three steps of the presentation development process:

**Identify the presenters.**

- Is the whole development team required to present?
- Is more than one presenter required?
- Who is expected to make the presentation?
- Does the presenter need to be a community leader or a technical assistance provider, or even both?

**Analyze the audience.**

- To whom will the presentation be made, i.e., agency staff members, elected officials or general community members?
- Of all the people in the audience, who are the decision makers?
- Can you gear the presentation toward the decision makers while not alienating the rest of the audience?

**Analyze the situation.**

- When and where will you be making the presentation?
- Will the presentation be at a meeting arranged only for your presentation, such as a community education forum?
- Will it be one of many presentations heard, such as often happens at a funders' meeting or a city council meeting?
- Is it formal or informal?

## WORKSHEET #12 - INITIAL PRESENTATION DEFINITION

### 1. Identify the presenters.

*Is the whole development team required to present?*

___ Yes ___ No

*Is more than one presenter required?*

___ Yes ___ No

*Who from the development team is expected to make the presentation?*

_____

_____

*Need the presenter be a community leader or a technical assistance provider or even both?*

_____

## WORKSHEET #12 - INITIAL PRESENTATION DEFINITION (continued)

### 2. Analyze the audience.

*To whom will the presentation be made, i.e., agency staff members, elected officials or general community members?*

_____

*Of all the people in the audience, who are the decision makers?*

_____

*Can you gear the presentation toward the decision makers while not alienating the rest of the audience?*

___ Yes ___ No

## WORKSHEET #12 - INITIAL PRESENTATION DEFINITION (continued)

### 3. Analyze the situation.

*When and where will you be making the presentation?*

_____

*Will the presentation be at a meeting arranged only for your presentation, such as a community education forum?*

___ Yes ___ No

*Will it be one of many presentations heard, such as often happens at a funders' meeting or a city council meeting?*

___ Yes ___ No

*Is it formal or informal?*

_____

## ACTIVITY - DEFINING YOUR GOAL

### Suggested Time:
1 hour

### Purpose:
To write a statement of the goal of your presentation.

### Process:
1. Review the description of Defining your Goal in Chapter Eight.
2. Using Worksheet #13, answer the following questions.
   - Why are you making the presentation?
   - Are the decision makers looking for a summary of information or are you being asked to make recommendations?
   - Do they want to hear the development team's findings?
   - What action do you want the decision makers to take at the end of your presentation?
3. Use your answers to the previous questions to write a complete statement of the goal of your presentation.

## WORKSHEET #13 - DEFINING YOUR GOAL

### 4. Define your goal.

*Why are you making the presentation?*

_____

_____

*Are the decision makers looking for a summary of information or are you being asked to make recommendations?*

_____

*Do they want to hear the development team's findings?*

___ Yes ___ No

*What action do you want the decision makers to take at the end of your presentation?*

_____

_____

**My goal in this presentation is**

_____

_____

_____

## ACTIVITY - DEFINING THE SCOPE OF YOUR PRESENTATION

### Suggested Time:
30 minutes

### Purpose:
To focus your ideas about the scope of your presentation.

### Process:
1. Review the description of Defining the Scope of Your Presentation in the Using the Presentation Development Process section of the Chapter Eight.
2. Using Worksheet #14, answer the following questions about the fifth step of the presentation development process:
    - What information about the presentation goal do the decision makers already know?
    - Does everyone know the same information?

## WORKSHEET #14 - DEFINING THE SCOPE OF YOUR PRESENTATION

### 5. Define the scope of your presentation.

*What information about the presentation goal do the decision makers already know?*

_____

_____

_____

_____

*Does everyone know the same information?*

___ Yes ___ No

## ACTIVITY - DESIGNING YOUR PRESENTATION

### Suggested Time:
Depends on the scope of your presentation.

### Purpose:
To determine the content and organization of your presentation.

### Process:
1. Review the description of Designing Your Presentation in Chapter Eight.
2. Using Worksheet #15, answer the following questions about the sixth step of the presentation development process:
   - What information will the decision makers need to get from your presentation for you to meet your goal?
   - How should the information be organized to best accomplish your goal?
   - How interested are the decision makers in your presentation?
   - How receptive will they be to your recommendations?
3. Use several copies of Worksheet #16 to help you refine your presentation ideas. At the top of each sheet, write down the goal of your presentation. In the first column, write down one idea/point from your presentation and write down notes about that idea in the first column. Use one sheet per idea/point. You will use the second column to brainstorm VA ideas in a future activity.
4. Taking these partially-completed copies of Worksheet #16, order them in a logical order (the order you specified in your answers to the questions on Worksheet #15 will suffice).
5. Write down a logical transition to the next point for each point. A space is given for this at the bottom of the first column of Worksheet #16.

## WORKSHEET #15 - DESIGNING THE PRESENTATION

### 6. Design the presentation.

*What information will the decision makers need to get from your presentation for you to meet your goal?*

_____

_____

_____

_____

*How should the information be organized to best accomplish your goal?*

_____

_____

*How interested are the decision makers in your presentation?*

_____

_____

*How receptive will they be to your recommendations?*

_____

## WORKSHEET #16 - DESIGNING THE PRESENTATION

Page ___ of ___

***Goal:***

| ***Presentation Idea/Point:*** | ***Title of VA:*** |
|---|---|
| _____ | _____ |
| _____ | |
| _____ | ***Sketch of VA:*** |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| ***Transition:*** | |
| _____ | |
| _____ | |

## ACTIVITY - DEFINING YOUR QUESTION AND ANSWER OPPORTUNITY

### Suggested Time:
20 minutes

### Purpose:
To define the question and answer opportunity.

### Process:
1. Review the description of Defining the Question and Answer Opportunity in the Using the Presentation Development Process section of Chapter Eight.
2. Using Worksheet 17, answer the following questions about the question and answer opportunity.
    - Will there be an opportunity for the audience to ask questions of the presenters?
    - Will questions be from both decision makers and the general audience?
    - Will questions be hurled at the presenters at random throughout the presentation, or will there be a separate question and answer session at the end?

## WORKSHEET #17 - DESIGNING YOUR QUESTION AND ANSWER OPPORTUNITY

### 7. Define your question and answer opportunity.

*Will there be an opportunity for the audience to ask questions of the presenters?*

___ Yes ___ No

*Will questions be from both decision makers and the general audience?*

_____

*Will questions be hurled at the presenters at random throughout the presentation, or will there be a separate question and answer session at the end?*

_____

*How receptive will they be to your recommendations?*

_____

_____

## ACTIVITY - DESIGN YOUR VISUAL AIDS

### Suggested Time:
Depends on the scope of your presentation.

### Purpose:
To determine the content and type of VAs for your presentation.

### Process:
1. Review the description of Designing Your Visual Aids in Chapter Eight.
2. Using Worksheet #17 answer the following questions:
   - What visual aids will be necessary to help you make specific points to reach your goal?
   - What visual aids media are most appropriate for the size of the room and the audience?
   - Do you have a budget?
   - How "hi-tech" do your visual aids need to be, i.e., need they be flashy projections off of a laptop computer or can they be legibly written flip charts?
2. Using the ordered copies of Worksheet #16, determine whether visual aids would help make each point. If you believe the point would be made clearer with VAs, use the second column to make a sketch of your VA ideas. **If you don't need a VA to make the point, don't design one.**
3. Decide which types of VA would best convey this information and write this down at the top of the sketch.
4. Write down a title for the VA.
5. Refine the title of the VA and your quick sketch with more detailed handiwork or using a computer.
6. Decide how your title and detailed sketch can be improved to best get your point across.

□

## WORKSHEET #17 - DESIGNING YOUR VISUAL AIDS

### 8. Design your visual aids.

*What visual aids will be necessary to help you make specific points to reach your goal?*

_____

_____

_____

*What visual aids media are most appropriate for the size of the room and the audience?*

_____

_____

_____

*Do you have a budget?*

___ Yes ___ No

*How "hi-tech" do your visual aids need to be, i.e., need they be flashy projections off of a laptop computer or can they be legibly written flip charts?*

_____

## ACTIVITY - PRACTICING AND PREPARING FOR YOUR PRESENTATION

### Suggested Time:

Depends on the length of your presentation. The critique period after the presentation should last at least 20 minutes.

### Purpose:

To practice and prepare for your presentation.

### Process:

1. Review the description of Practicing and Preparing for Your Presentation in Chapter Eight.
2. Practice delivering the presentation in as realistic a situation as possible. Using Worksheet #18, self-critique or have another person critique the presentation answer the following questions about the presentation.
   - What about the presentation works well and what needs improvement (from the standpoints of organization, delivery and visual aids)?
   - Has most up-to-date information been included in the presentation?
   - Are the facilities ready?
   - Do you have all the visual aids equipment you need and does it all work?

## WORKSHEET #18 - PRACTICING AND PREPARING FOR YOUR PRESENTATION

### 9. Practice and prepare for your presentation.

*What about the presentation works well and what needs improvement (from the standpoints of organization, delivery and visual aids)?*

_____

_____

_____

_____

_____

*Has most up-to-date information been included in the presentation?*

___ Yes ___ No

*Are the facilities ready?*

___ Yes ___ No

*Do you have all the visual aids equipment you need and does it all work?*

___ Yes ___ No

## ACTIVITY - DELIVERING YOUR PRESENTATION

### Suggested Time:
Depends on the length of your presentation.

### Purpose:
To deliver your presentation.

### Process:
1. Review the description of Delivering Your Presentation in Chapter Eight.
2. Deliver the presentation in the actual situation. As you are delivering the presentation, focus on your content, but consider the following:
   - Are you remaining calm and professional, yet still showing enthusiasm for your goal?
   - Based on the "vibes" you are getting from the decision makers, do they seem to be understanding the presentation, i.e., are they nodding, smiling, scowling, falling asleep, etc.?
   - Do the decision makers have any questions or comments?

## ACTIVITY - CELEBRATING AND EVALUATING THE PRESENTATION

### Suggested Time:
Depends on the length of your presentation.

### Purpose:
To celebrate and evaluate your presentation.

### Process:
1. Review the description of Celebrating and Evaluating Your Presentation in the Using the Presentation Development Process section of Chapter Eight.
2. Using Worksheet #19, answer the following questions:
   - What went well and not so well?
   - What follow-up is needed to ensure that your goal is met?
   - What follow-up is needed to be courteous to the decision makers?
   - Have you since learned anything that would change what you told the decision makers?
3. Take action on any identified follow-up items.

## WORKSHEET #20 - CELEBRATING AND EVALUATING THE PRESENTATION

### 11. Celebrate and evaluate your presentation.

*What went well and not so well?*

_____

_____

*What follow-up is needed to ensure that your goal is met?*

_____

_____

*What follow-up is needed to be courteous to the decision makers?*

_____

_____

*Have you since learned anything that would change what you told the decision makers?*

_____

# Body Language:
## *Delivering a Presentation, Head to Toe*

***Nervousness***

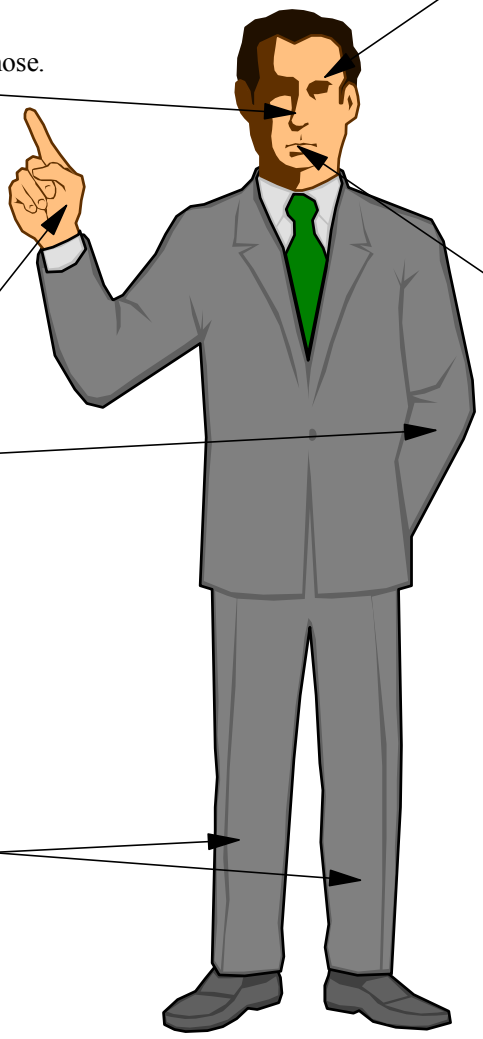
- Everyone gets nervous. It is a sign of respect for your audience.
- Channel your nervous energy into energy that you dissipate through a confident and varied tone of voice, descriptive gestures, facial expressions and purposeful feet movements.

***Eye Contact***

- Divide the room into sections and spread eye contact around the room.
- Don't stare at the visual aids you are using.

***Breathing***

- Breathe shallowly through your nose.



***Gestures***

- Let your arms dangle loosely at your sides when not gesturing.
- Use your hands to emphasize or gesture to your visual aids.
- Avoid using pointers to gesture to VAs.

***Voice***

- Speak at a natural pace with normal inflection.
- Make sure everyone in the room can hear you.
- Enunciate slightly more than usual.
- Use your voice to reflect confidence and interest in your presentation.

***Stance and Movement***

- Stand with your feet about shoulder distance apart. Knees should be slightly bent. Rest comfortably on the balls of your feet.
- Stand in the same plane and to the side of your VAs, so that the whole audience will be able to look at you and your VAs.
- Move purposely, i.e., if you want to move your feet, take a step or two and stop.
- Don't shift from foot to foot aimlessly, because it connotes nervousness. However, don't stand soldier straight, which connotes tension.